



# CALIFORNIA SCHOOLS

SEPTEMBER, 1959



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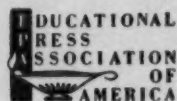
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THE COVER ILLUSTRATION shows that the signing of the school apportionment act by Governor Edmund G. Brown receives the full attention of its author, Assemblyman Ernest R. Geddes (left), and Roy E. Simpson, Superintendent of Public Instruction.

## THE 1959 APPORTIONMENT LAW

Eight major changes are included in the new state school apportionment act, which provides \$636,000,000 during the current school year for public education in California.

As signed by Governor Edmund G. Brown on June 29, the act maintains or increases the amounts apportioned for all major aid items, despite a money-conscious Legislature. It increases the measure of state school support by \$24,000,000 over the previous apportionment act.

Assembly Bill 1000, introduced in the Legislature February 3, called for \$666,000,000 state support to California public schools during 1959-60. It was introduced by veteran Assemblyman Ernest R. Geddes at the request of the State Department of Education.

The bill was the product of a year's intensive study made by the State Department of Education, which sought both an expanded and more effective apportionment program.

The 1957 Legislature had passed an apportionment bill good for two years only. At the same time, it directed the Department of Education to report to the 1959 Legislature on "the operation, effect, administration, adequacy, and needed revision of laws relating to the support of the Public School System."

The Department also was requested to recommend appropriate legislation to implement its findings. Roy E. Simpson, Superintendent of Public Instruction, appointed two advisory committees to assist a departmental committee in study of the matter.

The Department's publication, *A Report to the California Legislature on the Study of Public School Support*, was delivered to the Legislature in the first week of its 1959 session. A month later, Assembly Bill 1000, incorporating the Department's recommendations, was introduced by Assemblyman Geddes.

However, even before the Legislature received the report, the Governor's office had asked for and received rough drafts of it. Conferences with Department of Education officials followed, and the rough drafts furnished the framework for the education section of the new Governor's budget message.

The history of Assembly Bill 1000 in the weeks that followed falls into two categories—one of a financial nature, the other relating to policy. In both of these categories, the Department worked to maintain so far as possible the financial and policy levels set in its recommendations.

The case for Assembly Bill 1000 was presented to the Assembly by Assemblyman Ernest R. Geddes with assistance from Wallace W. Hall, Associate Superintendent of Public Instruction; and Chief, Division of

Public School Administration, and Ronald W. Cox, Assistant Division Chief, Public School Administration.

During hearings before a subcommittee of the Assembly Education Committee, Assembly Bill 1000 was tailored to fit the measurements of Governor Brown's budget. This involved trimming \$28,000,000 from Assembly Bill 1000, a sum later increased to \$30,000,000. Hardest hit were funds to be allocated for basic and equalization aid. The budget message asked \$173.78 per unit of average daily attendance for this purpose, \$6.74 over the figure set by the 1957 Legislature. Assembly Bill 1000 proposed \$181.01 for such aid.

The allowance for growth was cut from \$11.45 per unit of a.d.a., suggested by Assembly Bill 1000, to \$11.02, as proposed by the Governor. Special education was reduced from \$8.56 to \$7.64 per unit of a.d.a., and the County School Service Fund was reduced from \$4.76 to \$4.66 per unit of a.d.a.

In addition to these cuts, the Assembly Education Committee recommended that the four following proposals, embodied in the report of the Department of Education, be referred to legislative interim committee study prior to the 1961 legislative session.

1. Alteration in the procedure in determining the amounts of Federal funds under Public Law 874 and miscellaneous income received by a district that shall be the basis for its contribution to the foundation program
2. Extension of financial encouragement to lengthen the school year beyond 175 days
3. Increase in support for the County School Service Fund to permit full apportionments in accordance with the formula for distribution set forth in the California Administrative Code, Title 5, Education
4. Provision of a \$10 increase per pupil trained in driver training, reimbursable from the State School Fund, plus allowance for replacement of training vehicles

Governor Brown modified only one point in his program—the cut in adult education aid. His representatives later agreed to allow aid for adult education to continue at the present level of approximately \$145 per unit of a.d.a. Assembly Bill 1000 had recommended approximately \$155.

Some \$30,000,000 and four items lighter, the bill moved out of the Assembly Education Committee, through the Ways and Means Committee, onto the Assembly floor where it was passed without a single dissenting vote.

On the floor of the Senate, Senator George Miller, Jr., of Contra Costa County, handled the bill. With one further item deleted and one added, Assembly Bill 1000 cleared the Senate without dissenting vote.



The proposal killed in the Senate Education Committee would have redefined the formula for small, nonisolated elementary schools, for apportionment purposes.

The Senate Finance Committee added a change of its own when it provided that any apportionment formula surpluses up to \$5 per unit of a.d.a. be distributed across the board on an a.d.a. basis to all districts. Funds above \$5 per unit of a.d.a. would be apportioned to districts receiving equalization aid.

Assembly Bill 1000 arrived on Governor Brown's desk June 19 with certain major improvements intact. These improvements include the following:

1. Provision of a \$10 per unit of a.d.a. differential in the foundation program between large and small districts, since the latter receive free services from the county superintendents of schools
2. Computation of growth apportionment on current assessed valuation per unit of a.d.a., instead of on the previous year's figure. Thus the state makes up the difference in state equalization aid due a school district caused by increases in enrollment.
3. Termination after 1960-61 of the inclusion of out-of-district students in the computation of equalization aid for junior colleges
4. Allowance for districts with redevelopment projects to use the base assessed valuation from which tax monies paid to districts are derived in computing state equalization aid
5. Elimination of special support for unnecessary or isolated small high schools when expansion or replacement of plant facilities is undertaken
6. Allowance of advance apportionments to county school service funds, as provided school districts in the past
7. Increase in foundation programs of \$14 per unit of a.d.a. (from \$220 to \$234) for larger elementary schools; \$6 (from \$218 to \$224) for small elementary schools; \$14 (from \$310 to \$324) for high schools and for junior colleges (from \$410 to \$424); and establishment of a new formula for foundation programs for high schools under 300 units of a.d.a., based on teachers employed
8. Provision that the state shall reimburse 100 per cent for excess expenses of special education programs up to certain maximums as follows:
  - \$910 per unit of a.d.a. for physically handicapped
  - \$375 per unit of a.d.a. for mentally retarded
  - \$670 per unit of a.d.a. for severely mentally retarded
  - \$475 per unit of a.d.a. for transportation of physically handicapped and severely mentally retarded

The new apportionment act contains no termination date. The Legislature did, however, through the act, ask the State Department of

Education to repeat its 1958 study and report to the 1961 Legislature its findings and recommendations.

Successful enactment of the measure reflects both the advice and support of lay and professional groups who assisted in the development of the Department's recommendations and who then gave support to the bill as it moved through the Legislature.

## APPORTIONMENTS OF THE STATE SCHOOL FUND FOR THE FISCAL YEAR 1958-59

RAY H. JOHNSON, *Chief, Bureau of School Apportionments and Reports*

The Constitution of the State of California sets the minimum amount of the State School Fund for any fiscal year by specifying the amount of \$180 to be placed in that Fund for each unit of average daily attendance in the preceding fiscal year. It requires that this entire Fund be apportioned in each fiscal year for the support of the public schools. The State Legislature, as shown by the Statutes of 1957 (Chapter 2291), provided that not less than \$193.37 per unit of average daily attendance be available for apportionment for the fiscal years 1957-58 and 1958-59, thereby augmenting the minimum Constitutional amount by approximately 37 million dollars.

By August, 1958, after the average daily attendance in the public schools during the preceding fiscal year, 1957-58, had been reported and reviewed, the total number of units compiled was 2,958,156. The Statutes of 1947 provided that not less than \$572,018,625, an amount determined by multiplying this total of 2,958,156 units of average daily attendance by \$193.37, be placed in the State School Fund. By December, 1958, the collection and review of reports of excess expense of automobile driver training had been completed. It was found that \$2,916,090 was necessary to reimburse school districts for the excess expense, not to exceed \$35 per pupil instructed, for such classes. During the same month, an allowance of \$11,492 for project-connected pupils was apportioned to Oroville Union High School District of Butte County. This was the first allowance made under the provisions of Statutes of 1957 on account of the increased average daily attendance resulting from the Oroville Features of the Feather River Project under the jurisdiction of the State Department of Water Resources. The law directed that these amounts be in addition to the legislative requirement. Therefore, the State School Fund for the fiscal year 1958-59, including such amounts, was fixed at \$574,946,207.

The Principal Apportionment<sup>1</sup> of the State School Fund in an amount of \$501,489,498 was made on September 25, and corrected to \$501,222,752 on October 10, 1958. This apportionment included Basic State Aid of \$125 per unit of average daily attendance for each school district (not less than \$2,400 for any school district), State Equalization Aid, allowances for adults, and allowances for County School Service

<sup>1</sup>"Principal Apportionment of the State School Fund, 1958-59," *California Schools*, XXIX (December, 1958), 462-68.

The Principal Apportionment was set forth in detail in *Apportionment of the State School Fund for the Fiscal Year Ending June 30, 1959, Part I—Principal Apportionment*. Sacramento: California State Department of Education, December, 1958.

Funds. The amount of Principal Apportionment less the total of two advanced payments in August and September was disbursed by the State Controller during the remaining nine months of the fiscal year, October, 1958, through June, 1959. One-tenth of the remainder was disbursed in each of these nine months, and an additional one-tenth was disbursed in November, 1958.

The Special Purpose Apportionment<sup>2</sup> in an amount of \$30,058,237 was made on December 10, 1958. This apportionment included allowances for the excess expense of special education of physically handicapped and mentally retarded minors, for the transportation of certain physically handicapped and severely mentally retarded minors, for the excess expense of automobile driver training, for the transportation of pupils, and for the allowances of project-connected pupils. It also included some amounts that had been withheld at the time of the Principal Apportionment because of the employment of an insufficient number of teachers in small elementary schools during the preceding fiscal year and that were subsequently released in the case of those districts which had employed the required additional number of teachers by November 10, 1958. The State Controller disbursed to the counties four-tenths of the Special Purpose Apportionment in December, 1958, and one-tenth in each of the remaining six months, January through June, 1959.

The First Period Apportionment for Growth<sup>3</sup> was made on February 20, 1959, in the amount of \$12,013,552. This apportionment was disbursed by the State Controller as a lump sum amount during the month of February.

A State School Fund Apportionment in an amount of \$125,685 was made to four counties on March 3, 1959, as adjustments in previous apportionments under the provisions of Education Code 7190. The county of location, recipient school district, apportionment affected, and amount of allowance for each adjustment are listed in the following tabulation:

County	School district	Apportionment affected	Allowance
Los Angeles	Pomona Unified	Principal (1957-58)	\$ 45,967
Marin	Sausalito Elementary	Principal (1958-59)	31,350
Sacramento	Sacramento City Unified	Principal (1957-58)	15,104
Santa Clara	Foothill Junior College	First Period Growth (1958-59)	33,264
Total			\$125,685

<sup>2</sup> "Special Purpose Apportionment of the State School Fund, 1958-59," *California Schools*, XXX (February, 1959), 87-91.

The Special Purpose Apportionment of the State School Fund was set forth in detail in *Apportionment of the State School Fund for the Fiscal Year Ending June 30, 1959, Part II—Special Purpose Apportionment*. Sacramento: California State Department of Education, February, 1959.

<sup>3</sup> "First Period Apportionment for Growth," *California Schools*, XXX (June, 1959), 266-70.

The First Period Apportionment for Growth is set forth in detail in *Apportionment of the State School Fund for the Fiscal Year Ending June 30, 1959, Part III—First Period Apportionment for Growth, Second Period Apportionment for Growth, Additional State School Fund Apportionments, Final Apportionment*. Sacramento: California State Department of Education (in process of publication).

The Second Period Apportionment for Growth in regular day schools was certified by the Superintendent of Public Instruction to the State Controller on June 10, 1959, in the amount of \$20,226,651. The First and Second Period Apportionments for Growth were designed and authorized by law to provide state assistance to school districts with serious financial problems due to the rapidly increasing number of pupils in attendance.

The First Period Apportionment for Growth is based upon growth in the average attendance<sup>4</sup> in regular day schools in each district during the full school months of the current fiscal year, ending not later than December 31, beyond the average attendance of the corresponding period of the preceding fiscal year. The Second Period Apportionment for Growth is based upon the growth in average attendance in regular day schools in each district during the full school months following the First Period and ending not later than May 1, beyond the average attendance of the corresponding period of the preceding fiscal year.

Growth in average attendance, as shown in Table 1, represents total growth in those districts which reported growth and which received

TABLE 1

SUMMARY OF GROWTH IN AVERAGE ATTENDANCE, AND AMOUNTS APPORTIONED, 1958-59, AND COMPARATIVE FIGURES OF 1957-58

Fiscal year and level of attendance	First period (February)			Second period (June)			Total amount apportioned (Col. 4 plus Col. 7)
	Number of districts	Growth in average attendance	Amount apportioned	Number of districts	Growth in average attendance	Amount apportioned	
Fiscal year 1958-59							
Elementary school.....	814	118,741	\$7,952,163	793	124,079	\$14,014,667	\$21,966,830
High school.....	293	54,150	3,121,596	286	53,345	5,222,255	8,343,851
Junior college.....	50	18,293	939,793	42	10,186	989,729	1,929,522
Total.....	1,157	191,184	\$12,013,552	1,121	187,610	\$20,226,651	\$32,240,203
Fiscal year 1957-58							
Elementary school.....	817	129,820	\$8,855,573	807	120,435	\$13,714,027	\$22,569,600
High school.....	295	64,440	3,636,175	287	62,447	5,955,003	9,591,178
Junior college.....	48	15,629	864,652	50	15,255	1,414,123	2,278,775
Total.....	1,160	209,889	\$13,356,400	1,144	198,137	\$21,083,153	\$34,439,553

allowances for growth, in comparison with the average attendance of the corresponding periods of the preceding fiscal year.

<sup>4</sup> The term "average attendance" is employed with reference to a period which represents a portion of the fiscal year. The term "average daily attendance" is employed for measurement on the fiscal year basis.

Loss in attendance in the districts which experienced a loss, and the gains or losses in attendance in certain districts which did not receive an allowance have not been included.

A comparison of the First and Second Period Apportionments for Growth in 1958-59 with the First and Second Period Apportionments for Growth made during the preceding fiscal year is shown in Table 1.

The average daily attendance for the first period and second period during 1958-59, representing growth over the corresponding periods of the previous fiscal year, was less than the average daily attendance reported for the two periods during 1957-58.

The law reserves an amount of \$12.52 per unit of average daily attendance in the State School Fund for apportionments for growth. Forty per cent of this portion of the Fund is available by law for the First Period Apportionment for Growth and the remainder is available for the Second Period Apportionment for Growth. The total of the computed allowances for all districts for the First Period and the Second Period was less than the amounts available; therefore, no correction factors were applied.

An additional State School Fund Apportionment in an amount of \$78,087 was made on June 17, 1959, to reimburse county school service funds for approved emergency purposes based upon claims filed by county superintendents of schools not later than June 10, 1959. These apportionments were made to 11 different counties. The purposes of the apportionments were as follows:

1. Emergency elementary schools for normal pupils (Education Code Section 9580 (a))	\$20,442
2. Emergency elementary schools for physically handicapped minors (Education Code Section 9562 (a))	28,291
3. Individual instruction for the physically handicapped in homes or in institutions (Education Code Section 9562 (d))	4,303
4. Special classes for the physically handicapped of secondary level (Education Code Section 9562 (c))	1,681
5. Apportionments to districts for current expenses (Education Code Section 7205 (a))	13,746
6. Apportionments to newly organized school districts (Education Code Section 7206)	9,624
Total Emergency Apportionments	78,087

The Final Apportionment for the fiscal year was certified by the Superintendent of Public Instruction to the State Controller on June 25, 1959, in the amount of \$11,221,243. This apportionment consisted of the amount remaining in the State School Fund after deducting the total

of the previous apportionments from the total amount of the Fund for the fiscal year. The amount remaining from the several apportionments was determined as follows:

a. Reserved for Service Fund Emergency Apportionments (Education Code Section 7001 (c))	\$201,000
b. Amount withheld on account of an insufficient number of teachers (Education Code Section 7121.1)	127,731
c. Allowances for additional teachers employed (Education Code Section 7121.2 (a))	63,747 Cr
d. Remainder of the total amount available resulting from the application of Education Code Section 7019 to the computed allowances for transportation of pupils (Education Code Section 7019 (b))	219
e. Remainder from Principal Apportionment	6,363,902
f. Adjustment to previous apportionment	125,685 Cr
g. Remainder of the total amount available for allowance for growth (Education Code Section 7109.43)	4,795,910
h. Service Fund Apportionments (Education Code Section 7004)	78,087 Cr
Total amount available for Final Apportionment	\$11,221,243

Under the provisions of Education Code Section 7119, the remainder was applied this fiscal year to (1) make up for the deficit, an amount of \$798,665, in the allowances made in the Special Purpose Apportionment for the expenses of educating physically handicapped and mentally retarded minors, and (2) to provide \$10,422,578 as additional equalization aid.

Additional equalization aid was allowed those school districts that received equalization aid in the Principal Apportionment at the rate of \$4.5879213 per unit of average daily attendance, excluding adults. The amounts per unit of attendance at the various levels were determined by using the following a.d.a. figures as divisors:

Level	Average daily attendance
Elementary schools	1,876,641
High schools	357,370
Junior colleges	37,732
Total	2,271,743

The Second Period Apportionment for Growth and the Final Apportionment were disbursed by the State Controller in June, 1959, thus enabling the county and district officials to record the receipts as revenue of the 1958-59 fiscal year.

A summary of all apportionments during the fiscal year 1958-59, by counties is presented in Table 2. This table also includes a column showing the per cent of increase or decrease for each county in the total of the several apportionments for the fiscal year 1958-59 over the corresponding total of apportionments for the fiscal year 1957-58.



**TABLE 2**  
**SUMMARY OF ALL APPORTIONMENTS**  
**FROM THE STATE SCHOOL FUND FOR THE FISCAL YEAR 1958-59**

Co. No.	Counties	Principal Apportion- ment September 25, 1958 (As corrected October 10, 1958)	Special Purpose Apportion- ment December 10, 1958	First Period Apportion- ment for Growth February 20, 1959	Second Period Apportion- ment for Growth June 10, 1959	Additional State School Fund Apportionments		Final Apportion- ment June 25, 1959	Total Apportion- ments	Per cent Increase or Decrease 1958-59 as compared to 1957-58
						Corrections under Education Code Section 7190 March 3, 1959	To County School Service Funds for Emergencies June 17, 1959			
1	Alameda	\$29,061,619	\$1,176,632	\$586,253	\$901,552			\$709,753	\$32,435,809	9.92
2	Alpine	13,852		206	74				14,132	37.62
3	Amador	483,145	36,157	3,152	5,789			6,392	534,635	.63
4	Butte	3,355,854	250,734	26,674	52,424			76,195	3,761,881	4.52
5	Calaveras	378,265	53,773	1,917	1,200			7,801	442,956	-3.28
6	Colusa	437,556	33,526	3,803	3,258			5,328	483,471	-1.04
7	Contra Costa	18,031,874	948,748	367,559	614,768			394,023	20,356,972	8.37
8	Del Norte	699,952	185,634	18,239	25,722			16,221	849,768	7.49
9	El Dorado	872,916	130,984	43,965	72,583			15,580	1,136,030	16.21
10	El Paso	16,944,627	1,135,540	387,450	647,447			364,687	19,479,751	8.87
11	Fresno	745,725	45,187	3,613	2,708			14,833	812,094	1.97
12	Humboldt	4,543,765	418,882	66,993	123,785			102,423	5,255,848	.66
13	Imperial	3,476,672	159,103	54,597	76,623			70,463	3,837,458	5.08
14	Inyo	520,658	37,344	5,855	8,005			8,263	580,125	-2.11
15	Kern	12,843,873	872,778	202,035	256,916		\$7,858	228,530	14,411,990	3.84
16	Kings	2,146,031	194,364	25,571	27,950		2,080	47,773	2,443,769	7.18
17	Lake	504,448	57,330	6,434	8,334			6,611	511,618	14.52
18	Lassen	469,274	92,582	2,851	10,590			16,590	571,611	9.25
19	Los Angeles	169,468,233	9,235,815	2,853,474	5,666,696			3,989,699	191,241,158	4.07
20	Madera	2,032,512	222,793	42,840	52,099		\$45,967	43,680	2,594,943	7.34
21	Marin	4,373,902	195,437	135,742	202,944		31,350	104,738	5,044,113	8.47



Table 3 shows the amount and the per cent of the total State School Fund received by all school districts and county funds, by month, for each of the 11 payments during the fiscal year.

TABLE 3  
AMOUNT AND PER CENT DISTRIBUTION OF THE STATE SCHOOL  
FUND BY MONTH FOR THE FISCAL YEAR 1958-59

Month	Amount of payment	Per cent of total
July.....	\$28,907,168.00	5.03
August.....	57,814,336.00	10.05
September.....	43,360,752.00	7.54
October.....	37,114,049.60	6.45
November.....	74,228,099.20	12.91
December.....	49,137,344.40	8.55
January.....	40,119,873.30	6.98
February.....	52,133,425.30	9.07
March.....	40,245,558.30	7.00
April.....	40,119,873.30	6.98
May.....	40,119,873.30	6.98
June.....	71,645,854.30	12.46
Total.....	\$574,946,207.00	100.00

## PHYSICAL EDUCATION PROGRAMS IN CALIFORNIA PUBLIC JUNIOR, SENIOR, JUNIOR-SENIOR, AND FOUR-YEAR HIGH SCHOOLS, IN 1956-1957<sup>1</sup>

GENEVIE DEXTER, *Consultant in Physical Education*

Prior to 1957, no appraisal had been made in California of the physical education program as a whole to determine the extent to which the objectives stated in the Education Code<sup>2</sup> were being attained. These objectives are as follows: (a) to develop organic vigor; (b) to provide neuromuscular training; (c) to promote bodily and mental poise; (d) to correct postural defects; (e) to secure the more advanced forms of co-ordination, strength, and endurance; (f) to promote such desirable moral and social qualities as appreciation of the value of co-operation, self-subordination, and obedience to authority, and higher ideals, courage, and wholesome interest in truly recreational activities;<sup>3</sup> (g) to promote a hygienic school and home life; and (h) to secure scientific supervision of the sanitation and safety of school buildings, playgrounds, and athletic fields, and the equipment thereof.

In 1957, a subcommittee<sup>4</sup> of the California Education Co-ordinating Committee requested that such an appraisal be made. The Bureau of Health Education, Physical Education, and Recreation of the California State Department of Education responded to this request and took the steps necessary to have the study made.

### STATEMENT OF THE PROBLEM

The problem for study was to determine the scope of the instructional phase of physical education required by law and the extent to which the objectives, as stated in the Education Code, were accomplished through the programs offered during the 1956-57 school year in California public junior, senior, junior-senior, and four-year high schools.

The following questions were asked to gather the data needed to solve the problem.

<sup>1</sup>A summary of "Physical Education Programs in California Public Junior, Senior, Junior-Senior, and Four-Year High Schools, in 1956-57," (unpublished doctoral dissertation, Stanford University, 1959).

<sup>2</sup>Education Code Section 10119 (1957); 8155 (1959).

<sup>3</sup>For purposes of this study, objective (f) was divided into two separate ideas: (1) to promote desirable moral and social qualities; and (2) to promote wholesome interest in truly recreational activities, thus making a total of nine objectives.

<sup>4</sup>The organizations represented on the Committee to Study the Requirement for Physical Education were: the California Association of School Administrators, California Association of Secondary School Administrators, California Junior College Association, California Elementary School Administrators Association, California School Boards Association, California Association of Secondary School Curriculum Co-ordinators, and California Association for Health, Physical Education, and Recreation.

1. Were the objectives stated in the Education Code acceptable to the principals, heads of boys physical education, and heads of girls physical education?
2. To what extent should each area of physical education in a well-balanced program contribute to each objective?
3. To what extent did each area of physical education offered in each school in 1956-57 contribute to each objective?
4. How much instruction was offered boys and girls in each area of physical education, grades seven through twelve in 1956-57? What were the factors considered in determining the type of program offered students? When were the courses of study adopted and revised; were they on file in the principal's office?
5. What problems prevented the effective achievement of the physical education objectives? What conditions caused problems? In what way and to what extent was the achievement of the objectives affected?

The findings of the study provide answers to the preceding questions and provide the data needed to determine the scope of the instructional phase of physical education, and the extent to which the objectives of the program were met in the 1956-57 school year.

#### PROCEDURES USED

The Committee to Study the Requirement for Physical Education of the California Education Co-ordinating Committee met with the author in early summer, 1957, to outline the type of information needed to make an appraisal of the physical education programs in California public high schools. Since in reviewing the studies made of physical education programs no devices were found that could be used to advantage for collecting the data needed it was necessary to develop suitable forms to gather the required information. In order to determine the scope of the instructional phase of physical education programs that are needed to meet the objectives set by law, and the extent to which the objectives of physical education were accomplished through the programs offered during the 1956-57 school year, three forms were developed to collect data regarding (1) the acceptability of the objectives; (2) the extent to which each area of physical education in a well-balanced program should contribute to each objective; (3) the extent to which each area of physical education as offered in each school in 1956-57 contributed to each objective; (4) instruction offered boys and girls in each area of physical education in grades seven through twelve; and (5) conditions causing problems in achieving the objectives of physical education. One of the forms was to secure data from principals; one to secure data from heads of girls physical education; and one to secure data from heads of boys physical education.

In July, 1957, preliminary copies of the survey forms were reviewed by members of the Committee to Study the Requirement for Physical Education, and by graduate students at Stanford University. The survey forms were revised according to the suggestions and criticisms of those reviewing the forms. In August, 1957, the survey forms were given a trial run by having them completed by ten principals, ten heads of boys physical education, and ten heads of girls physical education, who represented small, medium, and large junior, senior, and four-year high schools. The forms were revised on the basis of the trial run. Graduate students at Stanford University, participants of the Workshop in Physical Education and Athletics for Secondary School Men at California State Polytechnic College, and members of the Committee to Study the Requirement for Physical Education were given opportunity to criticize the revised forms. These criticisms were used as a basis for making such changes in the forms as appeared necessary. The three forms and the instructions for their completion were distributed to the principals of each regular coeducational public high school that was operating with at least two grades in October, 1956. Responses were received from 662 schools, 621 of which returned all three forms and supplied either all or part of the information requested; and 41 of which returned one or two of the forms and supplied either all or part of the information requested. Partial and complete responses from all schools provided a total return of 91 per cent.

#### FINDINGS OF THE STUDY

A summary of the findings of the study of the physical education program in California public high schools during 1956-57 follows.

##### *Acceptability of the Objectives*

The objectives of the physical education program as stated in the Education Code were acceptable to 75 per cent of each of the three groups, principals, heads of boys physical education, and heads of girls physical education. There were, however, comments from all groups to the effect that either the objectives were difficult to attain or that they were not achieved in their respective schools. Approximately 20 per cent of each of the three groups requested revision, study, or re-appraisal of the objectives as stated in the Education Code. Only 28 principals, one head of boys physical education, and one head of girls physical education, rather than commenting on the acceptability of the objectives as such, suggested that the physical education requirement should be more flexible.

Table 1 shows the number and per cent of principals, heads of boys physical education, and heads of girls physical education who favored the present objectives; those who suggested changes in the objectives; and those who wanted changes in the physical education requirement.

TABLE 1  
ACCEPTABILITY OF OBJECTIVES

Reactions	Principals (550)		Heads of boys physical education (537)		Heads of girls physical education (529)	
	Number	Per cent	Number	Per cent	Number	Per cent
Favor present objectives.....	414	75	416	78	397	75
Suggest changes in objectives....	108	18	120	22	111	21
Want changes in requirement....	28	5	1	00.2	1	00.2

*Extent to Which Selected Areas in a Well-balanced Program Should Contribute to Each Objective; and Extent to Which Such Contribution Was Made by Programs Offered in 1956-57*

More than 50 per cent of each of the three groups reported that in a well-balanced program (1) aquatics and team sports should contribute fully to six of the nine objectives; (2) individual and dual sports should contribute fully to five of the objectives; (3) gymnastics and tumbling should contribute fully to four of the objectives; (4) rhythms and dance should contribute fully to two of the objectives; and (5) recreational and social games should contribute fully to one of the objectives. Less than 50 per cent of the respondents reported that combatives for boys in a well-balanced program should contribute fully to any of the nine objectives. Unlike the other two groups, more than 50 per cent of the heads of boys physical education reported that gymnastics and tumbling, just one area of a well-balanced program, should contribute fully to the objective "to correct postural defects." Less than 50 per cent of each of the three groups reported any area in a well-balanced program as one that should make full contribution to the objective "to promote a hygienic school and home life."

In the programs offered in 1956-57, team sports was the only area that was reported by more than 50 per cent of each group to have contributed fully to four of the nine objectives. More than 50 per cent of each of two groups, the principals, and the heads of boys physical education, reported a full contribution to the objective "to promote bodily and mental poise." Also, more than 50 per cent of each of the two groups, the heads of boys physical education, and the heads of girls physical education, reported that both team sports and individual and dual sports in the 1956-57 program contributed fully to the objective "to secure scientific supervision of the sanitation and safety of school buildings, playgrounds, and athletic fields, and the equipment thereof."



In the 1956-57 programs offered by junior high schools and junior-senior high schools, aquatics and combatives made only a small contribution to most of the objectives. In a majority of the schools, rhythms and dance for boys made little contribution to the objectives other than to the one "to promote wholesome interest in truly recreational activities." In the programs of small schools, aquatics made less contribution to each of the nine objectives than in the programs offered by medium or large schools; and rhythms and dance made little contribution to six of the objectives.

Areas of physical education that were not specified on the survey forms but which were reported as contributing most to the objectives were posture, body mechanics, exercises, calisthenics, conditioning, and corrective physical education. Instruction in posture made a greater contribution to the physical education program of girls than to that of the boys.

#### *Instruction Offered Boys and Girls in Areas of Physical Education*

Information regarding the areas of physical education offered boys and girls in grades seven through twelve is summarized in the following material.

*Coeducational Classes in Physical Education.* More than 30 per cent of the schools reporting had coeducational classes in rhythms and dance. To a lesser degree there were coeducational classes in team sports, individual and dual sports, recreational and social games, aquatics, and gymnastics and tumbling.

*Participation of Boys and Girls in Grades Seven Through Twelve in Selected Areas of Physical Education.* More than 50 per cent of the schools offered team sports, individual and dual sports, gymnastics and tumbling, and recreational and social games in the seventh and eighth grades, and a large per cent of the boys and girls participated. More boys than girls in these grades received instruction in gymnastics and tumbling, and more girls than boys were taught dancing. Over 95 per cent of the boys participated in combatives in the few schools, 11 per cent, which offered this area of instruction.

More than 50 per cent of the schools offered team sports, individual and dual sports, and gymnastics and tumbling in the ninth grade, and a large per cent of the boys and girls participated. More boys than girls received instruction in these areas. More girls than boys received instruction in rhythms and dance and in recreational and social games. Almost 85 per cent of the boys participated in combatives in the 46 per cent of the schools in which such instruction was offered. Aquatics was taught in about one-third of the schools and a larger per cent of boys than girls participated.

More than 50 per cent of the schools offered team sports, individual and dual sports, and gymnastics and tumbling in the tenth grade. Ap-

proximately 90 per cent of both boys and girls participated in team sports, and 80 per cent participated in the other two areas. Only 23 per cent of the schools offered rhythms and dance to boys. However, 72 per cent of the schools offered such instruction for girls. Aquatics was taught in less than half of the schools; and recreational and social games were offered in about one-third of the schools. Combatives for boys was offered in about half of the schools.

More than 50 per cent of the schools offered team sports and individual and dual sports for both boys and girls in the eleventh grade; gymnastics and tumbling for the boys, and rhythms and dance for the girls. A few more schools offered recreational and social games for boys and girls in the eleventh grade than in the tenth grade. Although the same number of schools offered rhythms and dance to the eleventh grade as to the tenth grade, the per cent of students participating was less in the eleventh grade. Fewer students participated in aquatics and in combatives in the eleventh grade than in the twelfth grade.

More than 50 per cent of the schools offered team sports and individual and dual sports in the twelfth grade, but to a lesser extent than in other grades, and with the lowest per cent of students participating. Less schools offered aquatics, rhythms and dance, gymnastics and tumbling, and combatives for boys in the twelfth grade than in the tenth and eleventh grades. A few more schools offered recreational and social games for girls in the twelfth grade than in the eleventh grade. The per cent of participation in all areas of physical education was generally less in the twelfth grade than in any other grade.

*Small Schools.* Only a few small junior high schools offered aquatics and no small senior high schools offered aquatics in 1956-57. Small junior-senior high schools had very limited offerings in the areas of physical education, and a very large per cent of the students participated in the few areas offered.

*Participation in Areas Not Specified on Survey Forms.* In grades seven and eight, 25 areas of instruction that were not specified on the survey forms were reported for the 1956-57 programs. In grades nine through twelve, 37 such areas of instruction were reported. The areas most frequently reported for each grade were posture, body mechanics, exercises, calisthenics, conditioning, and corrective physical education. Instruction in these areas was provided for almost twice as many girls as boys. Other areas mentioned in the seventh and eighth grades were fitness, skills testing, modified and remedial physical education, health education, relays and games, and marching. In the ninth grade, leadership was added to the list of offerings for boys and for girls. A few special and advanced classes for girls were provided, beginning with the ninth grade and increasing slightly in number through the twelfth grade.

*Frequency and Length of Time of Instruction in Selected Areas.* More boys than girls were offered aquatics in each grade. The smallest per cent of schools offered aquatics in the seventh grade; the largest per cent offered it in the tenth grade.

More girls than boys received instruction in rhythms and dance in each grade. The largest per cent of schools offered dance in the seventh grade. The dance offerings then decreased progressively in each of the following grades. Special semester classes in dance were offered in the twelfth grade in about 10 per cent of the schools.

More girls than boys in each grade received instruction in recreational and social games. More than half of the schools offered this area in the seventh grade for both boys and girls. The per cent of schools offering recreational and social games decreased progressively from grades seven through ten.

More boys than girls received instruction in individual and dual sports in each grade. The number of schools offering this area of instruction increased progressively from the tenth through the twelfth grade.

The largest per cent of schools offered team sports in the seventh grade; the smallest per cent offered it in the twelfth grade. More boys than girls received instruction in this area except in grades ten and eleven.

More schools offered instruction in gymnastics and tumbling for boys than for girls in each grade. The number of schools offering this area for both boys and girls decreased from the tenth through the twelfth grade, but increased when schools in which it was offered for girls in the twelfth grade were counted.

The smallest per cent of schools provided instruction in combatives for boys in the seventh grade and the largest per cent offered such instruction in the eleventh grade.

*Frequency and Length of Instructional Time.* The length of time devoted to teaching each area varied widely, ranging from as little as one day in the entire school year to as much as 44 five-day weeks. There was a greater variation among junior-senior high schools in the length of time devoted to each area of physical education than among junior, senior, or four-year high schools.

Instruction for one day a week was much more commonly offered in grades seven and eight than in grades nine through twelve. The number of schools that offered five-day weeks of instruction for boys and girls in the eleventh and twelfth grades was greater than the number of schools that offered such instruction in the other grades. Also the number of weeks such instruction was offered boys and girls in the eleventh and twelfth grades was greater than it was in the other grades. More semester and year courses were offered in both the eleventh and twelfth grades than in any of the other grades.

*Factors Considered and Emphasized in Determining the Types of Programs Offered Students in 1956-57.* In determining the types of programs offered, full emphasis on special health and physical needs was reported by approximately one-third of the heads of boys physical education and one-third of the heads of girls physical education. Approximately one-fourth of each of these two groups reported full emphasis on learning a particular skill, on learning an advanced skill, and on student ability. However, choice of activities by students was reported by only 5 per cent of the heads of boys physical education and by 7 per cent of the heads of girls physical education. For the boys, full emphasis on exponents determined by age, height, and weight, was made by 28 per cent of the schools; for the girls, by only 10 per cent of the schools. More emphasis was put on physical efficiency in the programs for boys than in those for girls.

The largest per cent of the two groups reporting, the heads of the boys physical education and the heads of girls physical education, based their determination of the type of programs offered in 1956-57 on the grade level of the students; such practice was reported for 50 per cent of the girls programs and for 37 per cent of the boys programs.

One factor in determining the type of program to be offered a student was the period left open after the student had been assigned to other courses. This factor, however, had little influence in approximately 54 per cent of the schools; yet 20 per cent used it as a basis for determining the type of the physical education program that a student would be offered.

*Course of Study.* More than 75 per cent of the schools had a course of study for boys and one for girls physical education on file in the principal's office in 1956-57, and the governing board of the school district of over half of the schools had adopted the courses of study since 1951. Over 50 per cent of the principals reported that the courses of study had been revised since 1951.

#### *Conditions Causing Problems in Achieving Objectives of Physical Education*

The findings regarding the conditions that caused problems in achieving the objectives of physical education are summarized in the following statements.

*Professional Preparation.* Securing teachers with appropriate professional preparation was not a problem to 74 per cent of each of the three groups reporting. However, some in each group commented that it was "difficult to get qualified teachers;" that teachers were "not prepared in certain phases of physical education such as dance, tumbling, and individual and dual sports;" and that there was "overemphasis on coaching."

*Facilities, Equipment and Supplies.* About 75 per cent of each of the three groups in all four types of schools reported that the lack of facilities, equipment, and supplies caused either great or moderate problems. The comments most frequently made by each of the three groups reporting were "no or inadequate gymnasium or indoor facilities," "limited swimming or no swimming facilities," "limited field space," "locker and shower facilities inadequate or have none." Lack of or inadequate facilities were mentioned also by some of each group in commenting that teaching loads, scheduling, and adapting the programs to meet individual needs created problems. On the other hand, about one-fourth of each of the three groups reported that facilities did not pose a problem, and gave specific comments to explain these judgments.

*Teaching Loads.* A marked difference of opinion was reported concerning whether teaching loads posed any problems. A majority of the principals, or 57 per cent, reported that teaching loads did not create problems, whereas only 38 per cent of each of the heads of physical education made the same report. The comments made most frequently by the three groups were that either the "classes were too large" or that "the classes were not equally scheduled or hard to equalize." According to the principals, over 50 per cent of the schools had one or more classes for boys and for girls with enrollments of 46 to 55. Almost 25 per cent had one or more classes with enrollments of 56 or 65, and over 10 per cent had one or more classes with enrollments over 66 students.

Approximately 43 per cent, the largest per cent of the principals reporting a single plan for full-time teaching, considered five periods a day as full-time physical education teaching. The second largest number of principals, or 32 per cent, considered six periods a day as full-time teaching.

The number of teachers reported by the principals as teaching full time ranged from one to eight in each school. The practice of employing two full-time teachers was reported more times than that of employing any other number; 22 per cent of the schools followed this practice. A total of 320 schools had one teacher teaching one period of physical education daily. There were more such part-time physical education teachers for boys classes than for girls classes. Part-time teachers were reported teaching from two to six classes daily.

The practice of paying a salary greater than that paid only for teaching classes was more frequent than reducing the teaching time to compensate for additional or special responsibilities concerning physical education. However, 12 per cent of the principals reported that both teaching time was reduced and salaries were increased under such circumstances.

Table 2 shows the number of schools in which various administrative provisions had been made regarding reduction in teaching time and salary increases for special assignments by type and size of school.

**TABLE 2**  
**ADMINISTRATIVE PROVISIONS FOR SPECIAL ASSIGNMENTS**  
**BY TYPE AND SIZE OF SCHOOL**

Type and size of school	Teaching time reduced; salary increased	Teaching time reduced; salary not increased	Teaching time not reduced; salary increased	Teaching time not reduced; salary not increased	Number of schools responding
JUNIOR H. S. ....	22	47	53	74	196
Small.....		5	3	7	
Medium.....	17	25	42	52	
Large.....	5	17	8	15	
FOUR-YEAR H. S. ....	34	49	151	54	288
Small.....	11	21	55	32	
Medium.....	12	19	64	16	
Large.....	11	9	32	6	
SENIOR H. S. ....	17	15	55	6	93
Small.....		1	1		
Medium.....	5	6	16	3	
Large.....	12	8	38	3	
JUNIOR-SENIOR H. S. ....	5	4	27	5	41
Small.....	2	2	11	2	
Medium.....	2	1	12	3	
Large.....	1	1	4		
Total responses.....	78	115	286	139	618
Per cent of responses.....	12	18	44	21	95

A wide variety of activities or assignments, a total of 246 for which teaching time was reduced, were cited by 178 principals who also reported a wide range in salary increases for other additional responsibilities. The number of coaches receiving increased salaries in any one school ranged from ten in football, six in basketball, four in baseball and track, two in tennis, swimming, and water polo to one each in golf, cross-country running, wrestling, boxing, and skiing. Salary increases for these responsibilities ranged from \$50 to over \$500.

*Scheduling of Physical Education Classes.* Some difference of opinion existed among the three groups as to whether the scheduling of physical education posed a problem. Altogether, 51 per cent of the principals, 43 per cent of the heads of boys physical education, and 40 per cent of the heads of girls physical education reported that scheduling did not cause a problem. On the other hand, 8 per cent of the principals, 18 per cent of the heads of boys physical education, and 16 per cent of the heads of girls physical education reported scheduling as



posing a great problem. Comments on scheduling were reported by almost 100 more heads of both boys and girls physical education than by principals. Comments most frequently made were that "all ages were in each class," or that "more homogeneous grouping was needed."

*Adapting the Physical Education Program to Meet the Individual Needs of Each Boy and Girl.* Approximately three-fourths of each of the three groups, principals, heads of boys physical education, and heads of girls physical education, reported that adapting the program to meet the needs of each boy and girl created either a moderate or a great problem. The reasons given most often by each group for the problem were "lack of or inadequate facilities" and "large classes." Some in each group, however, made comments indicating progress toward a solution to this problem.

Most of the principals reported that provision was made for students who were not able to participate fully in physical education programs. However, 8 per cent of the principals reported no provision was made for the boys who could not participate fully, and 7 per cent reported the same lack of program for the girls. More than 50 per cent of the principals reported that individual adaptation was made in regular classes to meet the needs of these students; 30 per cent reported modified, limited, or adapted classes for both boys and girls. Almost twice as many schools offered posture classes for girls as for boys.

Table 3 shows the number of schools in which various types of programs were offered to students who were not able to participate fully in physical education activities by type and size of schools.

A total of 41 conditions that caused problems other than those listed on the survey forms were reported by 164 principals, 183 heads of boys physical education, and 195 heads of girls physical education. The comments most frequently made by the three groups were; "transition or conflict in philosophy;" and "lack of communication between teachers and between teachers and their students." Comments commonly made were to the effect that "athletics substituted for physical education" or "athletics conflicted with physical education."

#### CONCLUSIONS

1. Although the physical education objectives contained in the Education Code were acceptable to 75 per cent of each of the three groups, the facts that approximately 15 per cent of these three groups commented that either the objectives were difficult to attain or were not attained, and that 20 per cent questioned the completeness, clarity, or scope of the objectives, merit attention. These facts plus the type of reactions on the part of a comparatively large minority makes it apparent that (1) the objectives are not too well stated; or (2) the objectives are not entirely appropriate; or (3) the scope of the statement is inappropriate. Therefore the conclusion is drawn that some of



TABLE 3  
TYPES OF PROGRAMS OFFERED FOR THOSE STUDENTS WHO WERE NOT ABLE TO  
PARTICIPATE FULLY IN PHYSICAL EDUCATION ACTIVITIES

Type and size of school	Modified, limited, or adapted class		Posture class		Individual adaption in regular class		Special unit in regular class		Special class for physically handicapped		No response		Num-ber of schools re-spond-ing
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
JUNIOR H. S.													
Small	60	58	36	48	120	118	23	25	49	48	20	21	213
Medium	3	3	1	1	14	14	6	5				1	18
Large	38	37	24	30	85	84	14	17	22	22	19	19	145
	19	18	11	17	21	20	3	3	27	26	1	1	50
FOUR-YEAR H. S.													
Small	92	96	7	31	166	158	40	49	21	19	34	31	292
Medium	24	21	2	6	80	77	17	20			12	15	121
Large	32	34	1	7	60	60	14	18	8	6	17	15	112
	36	41	4	18	26	21	9	11	13	13	5	1	59
SENIOR H. S.													
Small	39	46	17	26	47	44	13	14	25	30	7	5	102
Medium	1	1			3	3							4
Large	9	13	1	3	19	17	6	6	3	4	4	4	33
	29	32	16	23	25	24	7	8	22	26	3	1	65
JUNIOR-SENIOR H. S.													
Small	12	10	4	8	22	23	6	6	4	5	6	4	42
Medium	1	1		2	11	11	4	4			4	3	18
Large	8	7	1	1	8	10	2	2	1	1	2	1	18
	3	2	3	5	3	2			3	4			6
Total responses	203	210	64	113	355	343	82	94	99	102	67	61	649
Per cent of responses	31	32	10	17	55	53	13	15	15	16	10	9	100

the objectives may need to be revised or restated, and others replaced or eliminated.

2. A great difference was found between the extent that specific areas of physical education in a well-balanced program should contribute to the objectives and the extent to which they did contribute in the 1956-57 programs. More than half of each of the three groups reporting judged that: (1) aquatics and team sports should contribute fully to six of the nine objectives; (2) individual and dual sports should contribute fully to five of the objectives; (3) gymnastics and tumbling should contribute fully to four of the objectives; (4) rhythms and dance should contribute fully to two of the objectives; and (5) recreational and social games should contribute fully to one of the objectives. However, in the programs offered in the 1956-57 school year, team sports was the only area of physical education reported by more than half of each of the three groups as having contributed fully to four of the nine objectives. Because of the difference between the ideal and the actual program, the conclusions may be drawn that (1) certain of the areas of physical education were not appropriate; (2) some of the instruction was inadequate; or (3) the activities employed in each area frequently were not selected on the basis of the participant's interests, needs, and abilities.

3. From the amount and type of coeducational courses offered, and the lack of instruction in activities that are best taught to boys and girls together, such as rhythm and dance, it appears that many of the principals and heads of physical education lacked an awareness of the need for boys and girls of high school age to participate together in appropriate physical education activities. Very few comments made by any of the three groups indicated that they recognized the need for coeducational instruction in the program or that they associated the lack of such instruction with difficulties in achieving the physical education objectives. The inference can be drawn from these data that this lack of awareness of the need for coeducational physical education classes could have resulted in the failure of the principals to give the guidance and leadership necessary to the securing of coeducational instruction and also in the failure of the heads of physical education to work together to develop a sufficient number of appropriate coeducational activities.

4. Because of the repeated offering of team sports and dual and individual sports for boys and girls in each grade and the large per cent of enrollment in these offerings in each grade to the exclusion of other areas of physical education, and because of the lack of instruction in rhythms and dance, gymnastics and tumbling, and social and recreational games for some of the grades, it appears that certain phases of the program should be thoroughly reappraised. In addition, comparatively few schools reported special or advanced classes of any type. There is, therefore, little evidence that team sports and dual and individual sports were

maintained in the program on the basis of whether they would help students to build upon their interests, meet their needs, and utilize their abilities to advantage. It is possible that in many schools these areas of physical education were maintained in the program merely because they had been in the program for a long time and, therefore, had been thought of as indispensable.

5. The programs offered in most small schools, and in many of the medium and large junior-senior high schools, and in some junior, senior, and four-year high schools were not well-balanced, and lacked provision for progressive development both in the areas assigned to the various grades and in the total program. Evidence for such a conclusion rests on the contribution each area of physical education made to each objective, on the length of time devoted to instruction, and on the conditions that tended to cause problems in achieving the physical education objectives. It may be surmised that these programs probably existed because of one or more of the following conditions: (1) certain of the teachers were inadequately prepared; (2) certain of the principals failed to give the guidance needed in planning and scheduling the course offerings; (3) in many cases the facilities, equipment, and supplies were inadequate; or (4) in some instances the interpretation of the composition and meaning of a well-balanced program for each type of school was neglected.

6. Although in approximately 54 per cent of the schools the type of the physical education program for an individual was not determined merely on the basis of the period he could take physical education, in less than 33 per cent of the schools was consideration given to the individual's special needs, interests, and abilities in determining his program. The facts that 8 per cent of the schools failed to provide any program for the boys who were not able to participate fully and 7 per cent made no provision for such girls, and that a wide variety of conditions caused problems in making adaptation in the program make one conclude that many boys and girls received no instruction in physical education or that many received very inadequate instruction.

7. In approximately three-fourths of the schools the facilities, equipment, and supplies available were inadequate and certain facilities such as swimming pools, gymnasiums, and indoor teaching stations were lacking. These inadequacies made it impossible for schools to offer well-balanced programs, programs that would make the objectives attainable. However, in analyzing the programs it was evident that the facilities available were not used to the best advantage. For example, recreational and social games were not offered extensively in any grade even though the necessary facilities were available in most instances. Furthermore, courses reported in addition to those listed on the survey forms were of such nature that it was evident that the programs being offered were not planned to make the best possible use of the facilities

that were available. In most instances the facilities must be improved and expanded if the schools are to offer physical education programs that make the objectives attainable.

8. There was a difference of opinion between the principals and the heads of boys and girls physical education regarding the degree to which teaching loads caused problems. These differences in opinion plus the reasons each group gave for the existence of such problems lead to the conclusions that (1) many physical education teachers were burdened with large classes and extra-class activities; (2) some physical education teachers accepted their assignments without question and did the best teaching possible under the conditions; and (3) other teachers failed to inform the principal and other staff members of the school regarding the type of physical education program that is required to attain the objectives stated.

9. The following comments and practices that were reported are such that one can conclude that the place of athletics in the physical education program has not been properly determined. "Athletics substituted for physical education," or "athletics conflicted with physical education," were reported when conditions other than those specified on the forms were listed. "Overemphasis of coaching" was mentioned as a cause for problems involving teacher preparation. In addition, "sixth or seventh athletic periods cause difficulty"; "too much time was spent on coaching"; and "athletics cause difficulty in scheduling" were reported as reasons why teaching loads and scheduling caused problems in achieving the physical education objectives. The practice of giving additional salary or of reducing the teaching time for those with additional physical education responsibilities was concerned mainly with coaching.

#### RECOMMENDATIONS

1. A committee composed of high school principals, heads of boys physical education, heads of girls physical education, and specialists in physical education and curriculum development, should be assigned responsibility (1) for making a study of the statement of objectives in the Education Code for the express purpose of determining why the statement of objectives does not have the full approval of those directly responsible for the physical education programs offered by California schools; and (2) for developing a statement of objectives that would have this approval. The statement developed should be presented to the California State Department of Education with the request that appropriate steps be taken to secure the required and necessary legislation.

2. A state-wide study should be made to determine (1) whether the areas of instruction incorporated in the requirements for the Special Secondary Credential in Physical Education are the ones that can be utilized to the best advantage to meet the needs, interests, and abilities of the different age groups of boys and girls in California public high

schools in the 1960's; and (2) the type and amount of each activity classified within each instructional area that are essential to the fulfillment of the established purpose of each area of physical education.

3. In co-operation with the offices of the county superintendents of schools and the California Association for Health, Physical Education and Recreation, the California State Department of Education should develop a program of in-service education for men and women physical education teachers in which there would be opportunity to learn the most effective teaching methods for physical education, especially for (1) coeducational physical education; (2) activities suitable for small and large groups; (3) the health aspects of physical education; and (4) skills necessary for the development of student leadership.

4. In co-operation with the California Association of Secondary School Administrators, representatives of teacher education institutions, and the California Association for Health, Physical Education and Recreation, the California State Department of Education should develop for the different sizes and types of schools (1) suggestions for the best possible programs of physical education; (2) patterns of teacher preparation to prepare teachers to teach in such programs; and (3) suggestions for the provision of additional supervisory assistance to implement the proposed programs.

5. Since inadequate facilities posed problems for many schools, and the present square footage allowance for schools built under the state-aid program tend to restrict the number and size of indoor physical education facilities, the State-Aid Building Committee of the California Association of School Administrators should be requested to continue its effort to increase the square footage of building space that is allowed for each student by law for schools built under the state aid program.

6. Plans should be developed whereby representatives of the offices of the county superintendents of schools and of city school districts, architects, and specialists in physical education may best implement the present recommendations for facilities, equipment, and supplies.

7. Under the leadership of the California Association for Health, Physical Education and Recreation, in co-operation with the State Department of Education, pilot programs should be developed in schools with different types of facilities that would meet adequately the needs of the physically handicapped, the students requiring limited activity, the ones needing rehabilitation and conditioning, and the boy or girl wanting special or advanced skills.

8. A study committee should recommend (1) the terminology that may be employed to make each phase of the total physical education programs understood; (2) the relationships that should be maintained between all phases of the total program; and (3) the emphasis to be given to the instructional phase and to the athletic competition phase of the program. These recommendations should reflect a realistic apprecia-

tion of the facts of growth and development of boys and girls in relation to the cultural demands of society in present-day America.

9. If the objectives are found to be satisfactory as they are presently stated or if it is found necessary to revise these objectives, it is recommended that steps be taken by a professional organization working in co-operation with the California State Department of Education to discover ways to develop a program that is sufficiently strong and well-balanced to attain all of the objectives.



# Departmental Communications

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### APPOINTMENT TO STAFF

TOM H. EMMONS was appointed Consultant in State College Curricula, Division of State Colleges and Teacher Education, effective June 29, 1959. In this capacity, he will provide assistance and advice related to curricula and instruction in the state colleges. Dr. Emmons received his bachelor's degree from the University of Denver, his master's degree from Bradley University, Peoria, Illinois, and his doctorate in education from the University of Denver. From 1957 to 1959, Dr. Emmons was Assistant Professor in Education at Long Beach State College. He also spent ten years in the Denver public school system, first as a teacher and later as chairman of curriculum evaluation; and served as an assistant professor at Bradley University.

### REGULATIONS ADOPTED BY SUPERINTENDENT OF PUBLIC INSTRUCTION

*Special Physical Education Classes for Physically Handicapped Minors.* The Superintendent of Public Instruction, acting under the authority of Education Code Section 9613 (renumbered Section 6804 by Chapter 2, Statutes of 1959), and implementing Education Code Sections 7101.1, 7101.2, 9564, 9613, and 9617 (renumbered Sections 18102, 18103, 8905, 6804, and 6816, respectively, by Chapter 2, Statutes of 1959), amended Sections 194, 194.1, and 194.2 of and added Section 194.5 to Article 20.1 of Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code (without changing Sections 194.3 and 194.4), relating to physical education classes for physically handicapped minors, to read as follows (effective August 20, 1959):

194. *Special Physical Education Classes for Physically Handicapped Minors Defined.* A special physical education class for physically handicapped minors is a remedial type of class composed only of eligible pupils, as defined in Section 194.1, who have physical handicaps so severe as to prevent normal participation in regular physical education classes or normal participation in physical education classes designed to meet the needs of pupils with minor or moderate physical defects, and to necessitate their assignment for not less than eight school weeks to such classes. Such classes shall be taught by teachers qualified to give instruction in special physical education classes. The current expense of education for such special classes may be reported as excess current expense, pursuant to Education Code Sections 7101.1 and 7101.2 (Sections 18102 and 18103 of the Education Code adopted by Chapter 2, Statutes of 1959).



194.1. *Eligibility of pupils.* A pupil is eligible for assignment to a special physical education class as defined in this article if, upon diagnosis by a licensed physician, he is found to have one or more of the following conditions:

(a) Serious impairment of his locomotion by crippling due to infection, including but not limited to bone and joint tuberculosis, poliomyelitis, and the like; or to birth injury, including but not limited to Erb's Palsy, bone fractures, and the like; or to congenital anomalies, including but not limited to congenital amputation, clubfoot, congenital dislocations, spinal difida, and the like; or to trauma, including but not limited to amputations, burns, and fractures, and the like; or to tumors, including but not limited to bone tumors, bone cysts, and the like; or to developmental diseases, including but not limited to coxa plana, spinal osteochondritis, and the like; or to other crippling conditions, including but not limited to fragile bones, muscular atrophy, muscular dystrophy, Perthes' disease, and the like; or

(b) Severe sensory impairments; or

(c) Severe cardio vascular, respiratory, or glandular conditions; or

(d) Severe postural difficulties or other disabling conditions; or

(e) Other severe disabling physical conditions.

194.2. *Admission and Dismissal.* Eligible pupils shall be assigned to or removed from a physical education class for physically handicapped minors by the chief executive officer of the school district or other district employee designated by him, or by the county superintendent of schools or a member of his staff designated by him, only upon the recommendation of an admissions and dismissals committee of at least three members composed of:

(a) The school physician, if there is one,

(b) The physical education teacher,

(c) The nurse or health co-ordinator, if either exists,

(d) The special education teacher, or counselor or guidance representative, if either exists, and

(e) Any other certificated employees designed by said chief executive officer or county superintendent.

194.5. *Maximum Reimbursement Which May Be Allowed for the Current Expense of Education.* The total average daily attendance of pupils in all special physical education classes for physically handicapped minors maintained by the district, or by the county superintendent of schools, at an educational level (K-8, K-6, 7-9, 10-12, 9-12, or 13-14, corresponding to the organizational pattern of the district) for which reimbursement for the excess current expense of education may be allowed, shall not exceed 3 per cent of the average daily attendance of the district for that educational level for the year the class or classes were conducted. This limitation may be exceeded only upon the written approval of the Superintendent of Public Instruction.

*Advance Apportionments for the Education of Mentally Retarded and Physically Handicapped Minors.* The Superintendent of Public Instruction, acting under the authority of and implementing Section 9822 of the Education Code, repealed Section 199.6 of and added Article 21.1 to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, relating to advance apportionments for the education of mentally retarded and physically handicapped minors, and adopted the article as an emergency regulation to read as follows (effective July 24, 1959):

Article 21.1. Advance Apportionments for the Education of Mentally Retarded and Physically Handicapped Minors

199.6. *Application.* Whenever the governing board of a school district establishes (1) special training schools or classes for mentally retarded minors coming within the provisions of Education Code Section 9801.2 or (2) special schools, classes or integrated programs where a qualified special teacher is provided for the education of physically handicapped minors coming within the provisions of Edu-

cation Code Sections 9601 and 9602, and desires an advance apportionment pursuant to Chapter 11.5 of Division 4 of the Education Code, the board may apply in writing, prior to September 1 of the school year in which the instruction is or will be started, to the Superintendent of Public Instruction in the form and manner prescribed in this section.

The original and one copy of the application shall be forwarded to the office of the county superintendent of schools. After his review and approval of the data presented therein, the county superintendent shall forward the original application to the State Department of Education, Bureau of School Apportionments and Reports. The application shall be worded as follows:

To: Superintendent of Public Instruction      SUBJECT: Application for an  
State Department of Education      Advance Apportionment

The governing board of the \_\_\_\_\_ of \_\_\_\_\_,  
(Name of school district)      (Name of county)

California, hereby requests the Superintendent of Public Instruction make an advance apportionment for the education of mentally retarded minors coming within the provisions of Education Code Section 9801.2 and/or physically handicapped minors coming within the provisions of Education Code Sections 9601 and 9602 based upon the following information:

- |   | Mentally<br>Retarded<br>(EC 9801.2) | Physically<br>Handicapped<br>(EC 9601, 9602) |
|---|-------------------------------------|--|
| 1. Number of minors who will be attending such schools and classes                                      |                                     |  |
| residing in applicant school district _____   | _____                               | _____  |
| residing in adjacent school district _____  | _____                               | _____  |
| 2. Estimated a.d.a. for school year _____   | _____                               | _____  |
| 3. Identification of each special training school or class and date of establishment                    |                                     |  |
| _____ (Name) _____  | _____ (Date)                        |  |
| _____ (Name) _____  | _____ (Date)                        |  |
| 4. Identification of each special school, class or integrated program for physically handicapped minors |                                     |  |
| _____ (Name or type) _____  | _____ (Date)                        |  |
| _____ (Name or type) _____  |                                     |  |

It is hereby certified that the information contained in this application is true and correct and that the educational programs as identified have been established in accordance with provisions of the Education Code and Title 5 of the California Administrative Code relating to such programs.

\_\_\_\_\_  
(Month)      (Day)      (Year)      \_\_\_\_\_ (Name)  
\_\_\_\_\_  
(Title)

This application has been examined by me and I recommend approval.

\_\_\_\_\_  
(Month)      (Day)      (Year)      \_\_\_\_\_ County Superintendent of Schools

## REGULATIONS ADOPTED BY DIRECTOR OF EDUCATION

*State College Housing Facilities.* The Director of Education, acting under the authority of Education Code Sections 112, 20543, 20356 and 20357 (renumbered Sections 152, 24503, 24453 and 24454, respectively, by Chapter 2, Statutes of 1959), and implementing Sections 20543 and

24556.5 (added by Chapter 406, Statutes of 1959), and 20356 and 20357 (renumbered Sections 24453 and 24454 by Chapter 2, Statutes of 1959), with the approval of the Director of Finance, added new Article 3 to Group 5 of Subchapter 4 of Chapter 1 to Title 5 of the California Administrative Code, relating to state college housing facilities, effective September 1, 1959, except that Section 951.12, insofar as it relates to residence halls financed by the State College Revenue Act of 1947, shall become effective September 18, 1959.

The complete text of the added sections of Title 5 of the California Administrative Code noted above will appear as reprints from the California Administrative Register, and will be available from the State Department of Education.

## For Your Information

### STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held in San Francisco, July 9 and 10, 1959.

#### *Approval of Appointments to Advisory Boards for State Colleges*

In accordance with Education Code Sections 20361-20368, the Board confirmed the appointment by Director Education Roy E. Simpson of the following members of the advisory boards for four state colleges, to serve for terms ending September 30, 1963.

##### **HUMBOLDT STATE COLLEGE ADVISORY BOARD**

Mal Coombs, Route 3, Garberville

William E. Lawson, Redwood Manager, Georgia-Pacific Lumber Company, Samoa

Thomas (Spud) McNamara, P.O. Box 55, Crescent City

##### **SACRAMENTO STATE COLLEGE ADVISORY BOARD**

Dalton Feldstein, Manager, Dalton Motors, Inc., Sixteenth and K Streets, Sacramento 14

William J. Van Den Berg, M.D., 11th and L Building, Sacramento 14

##### **SAN DIEGO STATE COLLEGE ADVISORY BOARD**

Armistead B. Carter, 1230 Hunter Street, San Diego 3

Mrs. Harley E. Knox, 845 Bangor Street, San Diego 6

Mrs. Frank E. March, 3910 Henry Street, San Diego 3

##### **SAN FERNANDO VALLEY STATE COLLEGE ADVISORY BOARD**

Harold K. Marshall, M.D., 1755 Hillcrest Avenue, Glendale

Russell A. Quisenberry, President-Publisher, *San Fernando Valley Times*, and general insurance business, 4923 Gentry, North Hollywood

#### *Reappointments to Retirement Investment Board*

In accordance with Education Code Section 14339, the Board reappointed Herbert F. Bergstrom of Martinez, and R. G. Mitchell, Superintendent of Schools, Beverly Hills Unified School District, as members of the Retirement Investment Board for terms ending September 11, 1963.

#### *Approval of Reappointments to State Curriculum Commission*

The Board approved the reappointment by Superintendent of Public Instruction Roy E. Simpson of the following members of the State Curriculum Commission for four-year terms beginning August 30, 1959:

Irwin O. Addicott (teacher education)

H. M. McPherson (city superintendents of schools)

Jackson Price (junior colleges)

Mrs. LaVon H. Whitehouse (member at large)

#### *Approval of Organizations for School District Membership*

In accordance with Education Code Section 4861, the Board approved the following organizations from which memberships for schools may

be paid from district funds until 1962, subject, however, to each organization notifying the Department of Education immediately whenever there is a change in the constitution, bylaws, or purposes of the organization and subject further to withdrawal of approval by the State Board of Education at its discretion.

**American Association of Collegiate Registrars and Admissions Officers**

*President:* Herman A. Spindt, Director of Admissions, University of California, Berkeley 4, California

*Secretary:* Hattie Jarmon, Executive Officer in Charge of Admissions, Teachers College, Columbia University, New York 27, N.Y.

*Headquarters Address:* Teachers College, Columbia University, New York 27, N.Y.

**Audio-Visual Education Association of California**

*President:* Mrs. Ernestine Runner, Director, Audio-Visual Education, Office of County Superintendent of Schools, San Bernardino County

*Executive Secretary:* Mrs. Gladys Rohrbough

*Headquarters Address:* 801 South Lorena Street, Los Angeles 23, California

**California Association for Childhood Education**

*President:* Mrs. Dorothy Orr, Kindergarten Supervisor, Bakersfield Elementary School District

*Secretary:* Marcella Gilbertson

*Headquarters Address:* 2405 Monterey Street, Bakersfield, California

**California Junior College Association**

*President:* Bill J. Priest, President, American River Junior College, Sacramento

*Secretary:* Henry T. Tyler, Counselor, Modesto Junior College

*Headquarters Address:* 1329 Fordham Avenue, Modesto, California

**Western Personnel Institute**

*President:* George D. Jagels

*Secretary:* Mrs. Homer D. Crotty

*Executive Director:* Helen Fisk

*Headquarters Address:* 1136 Steuben Street, Pasadena, California

**Schedule of State Board of Education Meetings, 1960**

The following schedule of the regular meetings to be held in 1960 was adopted by the State Board of Education:

Dates, 1960	Place of meetings
January 14 and 15	Los Angeles State College
February 4 and 5 *	Sacramento
March 10 and 11	Long Beach State College
April 7 and 8	Joint meeting with Curriculum Commission
May 5 and 6 *	Sacramento
	Joint meeting with state college presidents
July 14 and 15 *	Humboldt State College
September 15 and 16	San Diego State College
October 13 and 14 *	Bay Area
	Kellogg-Voorhis Campus,
	California State Polytechnic College, Pomona
November 3 and 4	California Schools for Deaf and Blind, Berkeley
December 1 and 2	Los Angeles Area

**Approval of Changes in School District Organization**

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Section 4911.1), the Board approved the following proposals regarding changes in school district organization:

\* Retirement Board meetings.

*Formation of a union elementary school district in Alameda County*—A proposal by the augmented Alameda County Committee on School District Organization that an election be held in the Alviso, Centerville, Irvington, Mission San Jose, Niles, and Warm Springs elementary school districts to determine whether the voters in these districts wish to form a union elementary school district.

*Formation of a junior college district in Imperial County*—A proposal by the augmented Imperial County Committee on School District Organization that an election be held in the Brawley Union, Calexico Union, Central Union, Holtville Union, Imperial Valley Union, Calipatria Unified, and San Pasqual Valley City Unified school districts to determine whether the voters in these districts wish to form a junior college district.

*Formation of a union elementary school district in Ventura County*—A proposal by the augmented Ventura County Committee on School District Organization that an election be held in the Conejo, Santa Rosa, and Timber elementary school districts to determine whether the voters in these districts wish to form a union elementary school district.

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Section 4911), the Board approved the following proposals regarding changes in school district organization:

*Formation of a unified school district in Los Angeles County*—A proposal by the augmented Los Angeles County Committee on School District Organization that an election be held to determine whether the voters in the Monrovia City Elementary School District wish to form a unified school district.

*Formation of a unified school district in Los Angeles County*—A proposal by the augmented Los Angeles County Committee on School District Organization that an election be held to determine whether the voters in the Duarte Elementary School District wish to form a unified school district.

*Formation of a unified school district in Riverside County*—A proposal by the augmented Riverside County Committee on School District Organization that an election be held to determine whether the voters in the Alvord Elementary School District wish to form a unified school district.

#### **Changes in Rules and Regulations**

**Emergency Attendance.** The Board, acting under the authority of Education Code Section 6983, added Article 2.2 (Sections 14 and 14.1) to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, relating to emergency attendance, to read as follows (effective August 19, 1959):

##### **Article 2.2. Emergency Attendance**

**14. Material Decrease.** For the purposes of Education Code Section 6983, a material decrease in the average daily attendance of a school district will have occurred:

(a) When the emergency conditions extend for only one day and there is a loss of at least 35 per cent of the potential days of attendance of a school in the district.

(b) When the emergency conditions extend for two consecutive days and there is an average loss of at least 17.5 per cent of potential days of attendance of a school in the district.

(c) When the emergency conditions extend for three consecutive days and there is an average loss of at least 11.67 per cent of potential days of attendance of a school in the district.

(d) When the emergency conditions extend for four consecutive days and there is an average loss of at least 8.75 per cent of potential days of attendance of a school in the district.



(e) When the emergency conditions extend for five or more consecutive days and there is an average loss of at least 7 per cent of potential days of attendance of a school in the district.

14.1. *Exception.* Notwithstanding anything in Section 14 to the contrary, in the case of any school in a school district to which the small school foundation program is applicable, any loss of attendance occurring on account of conditions listed in Section 6983 of the Education Code may be considered a material decrease.

*Vocational Credentials.* The Board, acting under the authority of Education Code Section 112 and implementing Education Code Section 12132, amended Sections 361, 362, 363, 364, 366, 367, 368, and repealed Sections 371, 372, 373, 376, 377, 378, 466, 467, 468 of Subchapter 2 of Chapter 1 of Title 5 of the California Administrative Code, relating to vocational credentials, to read as follows (effective August 19, 1959):

Article 30. Special Secondary Vocational Class A Credential in Trade and Industrial and Public Service Education

361. *Application.* An applicant for the special secondary vocational Class A credential in trade and industrial and public service education shall submit the application through the Division of Vocational Education of the University of California, Berkeley, or of the University of California, Los Angeles, and shall otherwise comply with the procedure prescribed for application (Section 201) and shall have completed a program including the following minimum requirements:

- (a) Graduation from high school.
- (b) Three years of experience as a journeyman, in addition to an apprenticeship or accepted learning period in the trade or industrial or public service occupation to be named in the credential.
- (c) One year of the required journeyman experience in the trade or industrial or public service occupation to be named in the credential during the three years preceding application.
- (d) Passing of examinations in the trade or industrial or public service occupation for which the credential is sought and in English, civics, and general information.
- (e) Twenty-eight semester hours of professional courses offered by the Division of Vocational Education of the University of California, Berkeley, or of the University of California, Los Angeles, in the vocational teacher education curriculum for the preparation of trade and industrial and public service teachers. The work shall include the completion of a trade or occupational analysis which shall be submitted to the Division of Vocational Education of the University of California, Berkeley, or of the University of California, Los Angeles, upon the completion of 12 semester hours. The course work shall be distributed as follows:

Subject	Semester hours
(1) Occupational analysis	2
(2) Techniques of vocational instruction	2
(3) Organization and management of instruction	2
(4) Audio-visual education	2
(5) Construction of vocational curricula	2
(6) Occupational tests and measurements	2
(7) Principles and practices of vocational education	2
(8) Vocational guidance	2
(9) Civic and employment relations	2
(10) Secondary education	2
(11) Observation and directed teaching	2
(12) Other courses as may be approved by the Supervisors of Trade and Industrial Teacher Training of the University of California, Berkeley, or University of California, Los Angeles	2

- (13) An applicant who wishes to include coordination of trade and industrial and public service classes as defined in Section 362 of this Article must complete six semester hours of work in the following fields:

Cooperation and apprentice education	2
Conference leading	2
Supervision of vocational education	2

- (14) An applicant who wishes to include supervision of trade and industrial and public service classes as defined in Section 362 of this Article must complete ten semester hours of professional courses relating to school organization, administration, and supervision. The work should be distributed as follows:

<b>Required Courses</b>	
Supervision of Vocational Education	2
Conference leading	2
Cooperative and apprentice education	2
Elective courses from the following list	4
Surveys in vocational education	
Seminar in vocational curricula	

(f) *Postponement of Requirements.* A credential valid for one year may be issued to an applicant who has not completed (d) and/or (e) above, provided:

- (1) A definite vacancy exists for which there is no legally qualified applicant<sup>1</sup> available.

(2) A request for the granting of the credential is made to the Commission of Credentials by the employing authority stating intention to employ the applicant.

NOTE: For a one-year renewal an applicant receiving the credential under these conditions must complete a minimum of six semester hours of the required work as prescribed above. Before a five-year renewal is granted, the applicant must complete all work prescribed in (d) and items (1) through (11) and (12), (13), or (14) of (e), above, as may be applicable to the credential authorization.

(g) An applicant who has satisfied the requirements under (a), (b), (c), and (d) above may request approval for entry into the vocational teacher education program for the preparation of trade and industrial and public service teachers. Each such applicant must comply with the following:

(1) He must enroll in the prescribed teacher education curriculum within three years of the date of approval to enter teacher education;

(2) During each three-year period following the approval of his entry into the program, he must complete a minimum of six semester hours of the 11 courses specifically named as the first 22 semester hours of the approved basic curriculum;

(3) Upon the completion of the teacher education curriculum, the applicant may request that the issuance of the credential be withheld, in which event the application will be considered in full force and effect; provided, that at the date of request for issuance of the credential, the applicant meets the then current credential requirements, including passing the required physical examination and submitting evidence that he has completed one year of journeyman experience within the preceding three years in the occupation to be named in the credential during the three years preceding the date of request for issuance.

362. *Authorization for Service.* The special secondary vocational Class A credential in trade and industrial and public service education authorizes the holder to teach the trade, industrial, or public service occupation to be named in the credential and the trade and technical subjects related and limited to the occupation to be named in the credential in all schools and classes meeting the requirements of the California plan for trade and industrial and public service education for which reimbursement is approved under the federal and state vocational education acts and to teach trade and technical subjects in junior colleges as listed in the credential for which the applicant has had satisfactory training and experience. The credential also authorizes the holder to teach classes in correctional or other special educational institutions not eligible to receive reimbursement from vocational funds

<sup>1</sup> A legally qualified applicant is one who holds the credential or who has met the requirements of this credential, has passed the trade test in his field, and has had his application approved for entry into the teacher education program.

for trade and industrial education; provided, the course of instruction, facilities, and equipment meet the requirements of the California plan for trade and industrial and public service education.

When the credential holder has met the provisions of Section 361 (e) (13), and the authorization of the credential provides for coordination, the holder may coordinate trade and industrial and public service classes which meet the requirements of the California plan for trade and industrial and public service education for which reimbursement is approved under the state and federal vocational education acts.

When the credential holder has met the provisions of 361 (e) (14), and the authorization of the credential provides for departmental supervision, the holder may supervise approved trade and industrial and public service classes and other classes in trade and industrial education as a department head and department supervisor in a secondary school or as a special city supervisor of classes in a particular trade, industrial, or public service field and may serve as a coordinator for trade, industrial, or public service classes.

363. *Term.* The special secondary vocational Class A credential may be issued for a period of two years upon the completion of (d) above and the 22 semester hours of teacher education courses specifically named in (e) (1) through (11) above, and may be renewed for five-year periods in accordance with provisions of Section 202 and upon the completion during the subsequent two years of the six to ten semester hours indicated in (e) (12), (13), and (14) above. This work shall be given under the direction of the Division of Vocational Education of the University of California, Berkeley, or of the University of California, Los Angeles, and shall meet with the approval of the Commission of Credentials.

364. *Additional Provisions.* An applicant who has held a regular California special secondary vocational Class A credential in trade and industrial and public service education which has lapsed or who has held a trade and industrial credential from another state based upon the same requirements, may secure a new credential of the same kind upon recommendation of the Supervisors of Trade and Industrial Teacher Training of the University of California, Berkeley, or of the University of California, Los Angeles; provided, the applicant submits evidence that he has had a minimum of one year of journeyman, teaching, or supervisory experience in the occupation to be named in the credential, during the preceding three years, and provided that he meets all other requirements.

#### Article 31. Special Secondary Vocational Class B Credential in Trade Technical Subjects Related to Trade and Industrial Occupations

366. *Application.* An applicant for the special secondary vocational Class B credential in trade technical subjects related to trade and industrial occupations shall submit the application through the Division of Vocational Education of the University of California, Berkeley, or the University of California, Los Angeles, and shall otherwise comply with the procedure prescribed for application (Section 201) and shall have completed a program including the following minimum requirements:

(a) Graduation in engineering from a college or university of recognized merit or registration as a professional engineer in the State of California.

(b) Three years of satisfactory engineering or industrial experience.

(c) Twenty-eight semester hours of course work offered by the University of California, Division of Vocational Education, in the vocational teacher education curriculum for the preparation of trade and industrial and public service teachers. The course work shall be distributed as follows:

Subject	Semester hours
(1) Occupational analysis	2
(2) Techniques of vocational instruction	2
(3) Organization and management of instruction	2
(4) Audio-visual education	2
(5) Construction of vocational curricula	2
(6) Occupational tests and measurements	2

(7) Principles and practices of vocational education.....	2
(8) Vocational guidance .....	2
(9) Civic and employment relations.....	2
(10) Secondary education .....	2
(11) Observation and directed teaching.....	2
(12) Other courses as may be approved by the Supervisors of Trade and Industrial Teacher Training of the University of California, Berkeley, or University of California, Los Angeles.....	2
(13) An applicant who wishes to include coordination of trade and industrial and public service classes as defined in Section 367 must complete six semester hours of work in the following fields:	
Cooperative and apprentice education.....	2
Conference leading.....	2
Supervision of vocational education.....	2
(14) An applicant who wishes to include supervision of trade and industrial and public service classes as defined in Section 367 must complete ten semester hours of professional courses relating to school organization, administration, and supervision. The work should be distributed as follows:	
Required Courses	
Supervision of Vocational Education.....	2
Conference leading.....	2
Cooperative and apprentice education.....	2
Elective courses from the following list.....	4
Surveys in vocational education	
Seminar in vocational curricula	

(d) *Postponement of Requirements.* A credential valid for one year may be issued to an applicant who has not completed (c) above, provided:

(1) A definite vacancy exists for which there is no applicant available who holds the credential or who has met the requirements for the credential and has had his application approved for entry into the teacher education program.

(2) A request for the granting of a credential is made to the Commission of Credentials by the employing authority stating intention to employ the applicant.

(c) *Applicant Who Enters the Teacher Education Program Prior to Requesting a Credential.* An applicant who has satisfied the requirements under (a) and (b) above may request approval of the Division of Vocational Education of the University of California, Berkeley, or the University of California, Los Angeles, for entry into the vocational teacher education program for the preparation of trade and industrial and public service teachers. Each such applicant shall comply with the following:

(1) He shall enroll in the prescribed teacher education curriculum within three years of the date of approval to enter teacher education.

(2) During each three-year period following the approval of his entry into the program, he shall complete a minimum of six semester hours of the course work specified in items (1) through (11) of subsection (c) of this section.

(3) Upon the completion of the teacher education curriculum, the applicant may request that the issuance of the credential be withheld, in which event the application will be considered in full force and effect; provided, that at the date of request for issuance of the credential, the applicant meets the then current credential requirements as required of all applicants for the credential, including the required physical examination.

367. *Authorization for Service.* The special secondary vocational Class B credential in trade technical subjects related to trade and industrial occupations authorizes the holder to teach in high schools and junior colleges as trade technical institute courses the subjects listed in the credential (including trade classes if the applicant meets the requirements of Article 30) under the provisions of the California Plan for Trade and Industrial Education and to teach in junior colleges engineering subjects as listed in the credential for which the applicant has had satisfactory training and experience.

When the credential holder has met the provisions of Section 366 (c) (13), and the authorization of the credential provides for coordination, the holder may coordinate trade and industrial and public service classes which meet the requirements of the California plan for trade and industrial and public service education for which reimbursement is approved under the state and federal vocational education acts.

When the credential holder has met the provisions of Section 366 (c) (14), and the authorization of the credential provides for departmental supervision, the holder may supervise approved trade and industrial and public service classes and other classes in trade and industrial education as a department head and department supervisor in a secondary school or as a special city supervisor of classes in a particular trade, industrial, or public service field and may serve as a coordinator for trade, industrial, or public service classes.

**368. Term.** The special secondary vocational Class B credential in trade technical subjects related to trade and industrial occupations may be issued and renewed as follows:

(a) When issued to an applicant who has completed all of the minimum requirements set forth in subsections (a), (b), and (c) of Section 366, it shall be issued for a term of two years and may be renewed for five-year periods in accordance with the provisions of Section 202.

(b) When issued to an applicant who has fulfilled the requirements of subsections (a) and (b) of Section 366 and who has completed the course work specified in items (1) through (11) of subsection (c) of Section 366, the credential may be renewed for a period of two years in accordance with Section 202. If during that two-year period the applicant completes the work specified in items (12), (13), or (14) of that subsection, the credential may be renewed for five-year periods in accordance with the provisions of Section 202.

(c) When the credential is issued to an applicant on the basis of a postponement of requirements, the credential may be issued for one year and may be renewed for one-year periods provided that the applicant completes during the one-year period preceding the date of each renewal a minimum of six semester hours of the courses described in subsection (c) of Section 366. Upon the completion of the work prescribed in items (1) through (11) of subsection (c) of Section 366, the applicant may be granted a two-year renewal. If during that two-year period the applicant completes the work specified in items (12), (13), and (14) of that subsection, the credential may be renewed for five-year periods in accordance with the provisions of Section 202.

#### *Revocation of Credentials for Public School Service*

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, effective on the dates shown:

Name	Date of birth	Revocation effective	By authority of Education Code Section
Ballard, Leland Dean	1-21-24	July 10, 1959	12756
Campbell, John Scott	6-22-12	July 10, 1959	12756
Cunningham, Bart Joseph	12-20-14	June 8, 1959	12754
Davenport, Raymond Lee	11-17-26	July 10, 1959	{12106 12752
Farr, Marlyn Maurice	8-12-26	July 10, 1959	12756
Garlick, Herman Augustus	4-14-19	July 10, 1959	12756
Hays, Alexander Brooks	6-19-10	May 22, 1959	12754
James, Chleo Anthony	3-20-23	July 10, 1959	12756
Kenyon, Perle Clyde	1-26-22	May 21, 1959	12754
Kingsley, Joe Gilchrist, Jr.	8- 8-32	July 10, 1959	12756
Lewis, David James	10- 7-10	May 26, 1959	12754
Moreland, Nate E.	4-22-17	June 19, 1959	12754



Name	Date of birth	Revocation effective	By authority of Education Code Section
Nordahl, June Anita Bennett	5-15-21	July 10, 1959	12756
Shenefield, Richard Allen	7-13-30	July 10, 1959	12756
Sullivan, James O.	9-15-32	July 10, 1959	12756
Warner, Francis Albert	3-20-16	July 1, 1959	12754
Wetch, Robert Lee	3- 6-36	July 10, 1959	12756
Wright, Braxton Ward	7- 5-12	June 4, 1959	12754

### NATIONAL HIGH SCHOOL ESSAY CONTEST

The twenty-fifth annual National High School Essay Contest, sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars in co-operation with the educators and free press, has been announced for the 1959-60 school year. This year the Office of Civil and Defense Mobilization will offer special awards at the state level—\$100 U.S. Savings Bonds to first-place winners in state contests. To assist contestants in writing their essays, the Public Affairs Department of the Office of Civil and Defense Mobilization will supply upon request a specially prepared background information kit.

The subject of the contest is "Civil Defense—An American Tradition." Students in grades nine through twelve, enrolled in any public, private, or parochial high school are eligible to enter the contest. Entries will be judged on the basis of literary construction, originality, and patriotism. Local essay contest winners will receive awards which vary in different communities, from the sponsoring local auxiliary. First-place winners in state contests will be eligible for entry in the national contest in which the following awards will be offered: first prize, \$1,000 and gold medal; second prize, \$500 and gold medal; third prize, \$250 and gold medal; fourth prize, \$100 and gold medal; and honorable mention, ten prizes of \$10 each, and ten prizes of \$5 each.

Folders which contain detailed information about the contest may be obtained from local auxiliary chairmen or from the national headquarters of the Ladies Auxiliary to the Veterans of Foreign Wars, Essay Department, 406 West 34th Street, Kansas City 11, Missouri.

### GEOGRAPHIC SCHOOL BULLETINS

The National Geographic Society has announced that the first of 30 weekly issues of the *Geographic School Bulletins* for the 1959-60 school year will appear on October 5, 1959.

Teachers, librarians, educational workers, students, or parents may subscribe to the bulletins. The domestic subscription rate is \$2 for the 30 issues, October 5, 1959 to May 16, 1960; and \$5 for the next 90 issues. Teachers may obtain subscriptions for all members in their classes if copies are mailed in bulk to one address. Orders should be addressed to the School Service Division, National Geographic Society, Sixteenth and M Streets, N.W., Washington 6, D.C.



## CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1959-60

The calendar of educational meetings and events for the current school year that is maintained in the office of the Superintendent of Public Instruction is published in *California Schools* to provide a convenient reference for those who may wish to attend the meetings, or participate in the observation of holidays and anniversaries listed. Information about events of state-wide or regional significance in the field of education has been supplied by the organizations concerned. Questions regarding the calendar, and correspondence regarding corrections or additions should be addressed to the Superintendent of Public Instruction.

As a service to the individuals and organization personnel whose business with the California State Department of Education may call for conferences with the executive staff members, the following meetings in Sacramento are listed.

Meetings of the cabinet of the Superintendent of Public Instruction are held on Monday of each week.

Executive staff meetings will be held October 27, November 24, and December 22, 1959; and January 26, February 16, March 22, April 19, May 24, and June 28, 1960.

### CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1959-60

Date	Organization and Event	Place
September		
7	—Labor Day	
8-10	—California Congress of Parents and Teachers, Inc., Board of Managers Meeting	Sheraton-Palace Hotel, San Francisco
9	—Admission Day	
17-18	—State Board of Education and State Teachers Retirement Board Meetings	Santa Barbara
18-19	—Council of California Vocational Associations, Fall Meeting	San Francisco
24-26	—California Association of Secondary School Administrators, Executive Board and Representative Council Meeting	Sacramento
25	—California Elementary School Administrators Association, Administrative Council Meeting	Rickey's Studio Inn, Palo Alto
26	—California Elementary School Administrators Association, Executive Board Meeting	Rickey's Studio Inn, Palo Alto
26	—California School Social Work Section, National Association of Social Workers, Los Angeles Chapter, Section Meeting	Long Beach
29	—Department of Education, Professional Staff Meeting	Sacramento
Sept. 30 to		
Oct. 2	—California Association for Supervision and Curriculum Development, Northern Section Meeting	Hobergs

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1959-60—  
Continued

<i>Date</i>	<i>Organization and Event</i>	<i>Place</i>
<b>October</b>		
3	—California Home Economics Association, Inc., Executive Board Meeting	Los Angeles
3-4	—Delta Kappa Gamma Society, State Executive Board Meeting	Villa Motel, San Mateo
7	—Sacramento Area Personnel and Guidance Association (APGA)	Sacramento
7-9	—California Association of Supervisors of Child Welfare and Attendance, Northern Section, Fall Conference	Hobergs
8	—Central California Junior College Association, Fall Conference	Fresno City College
9-10	—California Elementary School Administrators Association, Central Coast Section Meeting	Asilomar
10	—California Elementary School Administrators Association, North Coast Section Meeting	Ukiah
10	—Southern California Council of Teachers of English, Fall Conference	Statler Hotel, Los Angeles
12	—Columbus Day	
15-16	—State Board of Education Meeting	Sacramento State College
15-17	—California Personnel and Guidance Association	San Francisco
15-17	—California Council of Pupil Personnel Associations	San Francisco
16	—California Association of Supervisors of Child Welfare and Attendance, Bay Section Meeting	Onstad's, San Leandro
16-17	—California Elementary School Administrators Association, Southern Section Leadership Conference	Big Bear Lake
16-18	—California Association of Future Homemakers of America, Annual Conference	Asilomar
16-18	—Future Homemakers of America, State Meeting	Asilomar
17	—California Council for Continuation Education, Southern Section Meeting	Long Beach
17	—Southern California Junior College Association, Fall Conference	Los Angeles Trade- Technical Junior College
17	—California Council for Continuation Education, Northern Section Meeting	
17-18	—California Aviation Education Association, Annual Board of Directors Meeting	Bakersfield Inn, Bakersfield
19-20	—California County Librarians Association, Annual Meeting	Sacramento
20-24	—California Library Association, Annual Conference	Sacramento
23	—California Association for Supervision and Curriculum Development, Bay Section Meeting	Claremont Hotel, Berkeley
23-24	—California Association of Independent Schools, Western-Pacific Meeting	Colorado Springs, Colorado
23-24	—California Elementary School Administrators Association, Central Section Meeting	California Hot Springs
23-24	—Audio-Visual Education Association of California, Southern Section, Annual Conference	Mission Inn, Riverside
24	—California Council for Continuation Education	Fresno

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1959-60—  
Continued

<i>Date</i>	<i>Organization and Event</i>	<i>Place</i>
<b>October</b>		
24	—School Library Association of California, State Executive Board Meeting	Senator Hotel, Sacramento
27-29	—California Junior College Association	Yosemite
29-31	—California Council on Teacher Education, Fall Conference	Ahwahnee Hotel, Yosemite
30-31	—California Speech and Hearing Association, Annual Conference	San Mateo
31	—California Elementary School Administrators Association, Northern Section Meeting	Sacramento State College
31	—California Association for Health, Physical Education, and Recreation, Southern District Conference	Riverside
<b>November</b>		
3-4	—Western Personnel Institute, Annual Conference of the Academic Council	Pasadena
3-5	—National Association of Public School Adult Educators (NEA)	Buffalo, New York
5-6	—State Board of Education and State Teachers Retirement Board Meetings	Orange County State College, Fullerton
6-7	—California Elementary School Administrators Association, Bay Section Meeting	Flamingo Hotel, Santa Rosa
6-8	—Southern California Council of Teachers of English, Weekend Conference	University of California Center, Lake Arrowhead
7	—California Elementary School Administrators Association, Southern Section Meeting	Oxnard
7	—Elementary School Science Association, Northern Section, Fall Conference	San Mateo
7-8	—California School Health Association, Annual Meeting	Fresno Hacienda, Fresno
8-14	—American Education Week	
11	—Veteran's Day	
11-14	—Council of Chief State School Officers, Annual Conference	Boston, Massachusetts
13-14	—California Council for Adult Education, Annual Fall Conference	Disneyland Hotel, Anaheim
13-14	—California Elementary School Administrators Association, Administrative Council Meeting	Balboa Island
14	—California Association for Health, Physical Education, and Recreation, Bay District Conference	Berkeley
15-16	—California Association of Secondary School Administrators, Executive Board Meeting	Bakersfield
16-20	—California Association for Supervision and Curriculum Development, and California Association of Supervisors of Child Welfare and Attendance, State Conference	Los Angeles
17-19	—California Congress of Parents and Teachers, Inc., Board of Managers Meeting	Statler-Hilton Hotel, Los Angeles
19-21	—California Association of Adult Education Administrators, Annual Fall Conference	Miramar Hotel, Santa Barbara

# CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1959-60— Continued

<i>Date</i>	<i>Organization and Event</i>	<i>Place</i>
<b>November</b>		
26	—Thanksgiving Day	
26-28	—Western Speech Association, Annual Conference	Palo Alto
Nov. 30 to Dec.		
3	—California Association of School Administrators, Annual Conference	San Francisco
<b>December</b>		
2-5	—California School Boards Association, Annual Convention	Hotel Fairmont, San Francisco
4-5	—California Teachers Association, State Council Meeting	Ambassador Hotel, Los Angeles
5	—Northern California Junior College Association, Fall Conference	University of California, Davis
10-11	—State Board of Education Meeting	Sacramento
12	—California Elementary School Administrators Association, Central Coast Section Meeting	
14-16	—California Association of County Superintendents, Annual Conference	Sacramento
16-18	—State Curriculum Commission Meeting	Santa Rosa
25	—Christmas	
<b>January</b>		
1	—New Years Day	
12-14	—California Congress of Parents and Teachers, Inc., Board of Managers Meeting	Sheraton-Palace Hotel, San Francisco
14-15	—State Board of Education Meeting	Los Angeles State College
15-16	—California Elementary School Administrators Association, North Coast Section Meeting	Arcata
17-18	—California Association of Secondary School Administrators, Executive Board Meeting	Los Angeles
22-23	—California Association for Supervision and Curriculum Development, Southern Section Meeting	Huntington Sheraton Hotel, Pasadena
22-23	—California Elementary School Administrators Association, Administrative Council Meeting	Rickey's Studio Inn, Palo Alto
23	—Sacramento Area Personnel and Guidance Association	Sacramento
27-29	—State Curriculum Commission Meeting	Coronado
28-30	—Audio-Visual Education Association of California, Annual State Conference	Santa Rosa
30	—California Elementary School Administrators Association, Bay Section Meeting	Stockton
<b>February</b>		
4-5	—State Board of Education and State Teachers Retirement Board Meetings	Sacramento
5-6	—California Elementary School Administrators Association, Central Coast Section Meeting	Carmel Valley Inn
5-6	—California Young Farmers Association, Annual Young Farmers Conference	Salinas

# CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1959-60— Continued

Date	Organization and Event	Place
<b>February</b>		
5-6	—California Young Homemakers, Annual Conference	Salinas
6	—California Elementary School Administrators Association, Southern Section Meeting	Redlands
12	—Lincoln's Birthday	
12-13	—Second State Conference of Teachers of English	Biltmore Hotel, Los Angeles
13	—Southern California Council of Teachers of English, Spring Conference	Biltmore Hotel, Los Angeles
13-17	—American Association of School Administrators (NEA), National Convention	Atlantic City, New Jersey
22	—Washington's Birthday	
Feb. 27 to Mar.		
2	—National Association of Secondary School Principals (NEA), National Convention	Portland, Oregon
<b>March</b>		
4	—California Elementary School Administrators Association, Central Section Meeting	Hacienda, Bakersfield
5-6	—California Association for Childhood Education, Annual Study Conference	Bakersfield
8-9	—California Teachers Association, State Council Meeting	Asilomar
8-10	—California Congress of Parents and Teachers, Inc., Board of Managers Meeting	Statler-Hilton Hotel, Los Angeles
9-11	—State Curriculum Commission Meeting	Long Beach
10-11	—State Board of Education, State Curriculum Commission, Joint Meeting	Long Beach State College
11-12	—California Association of Secondary School Administrators, Executive Board Meeting	Burlingame
11-12	—California Industrial Education Association, Convention	Biltmore Hotel, Los Angeles
12	—California Elementary School Administrators Association, Northern Section Meeting	Chico
12	—Delta Kappa Gamma Society Conference, Region 3	The Outrigger, Monterey
14-17	—California Association of County Superintendents of Schools, Annual Conference	Asilomar
18-20	—California Association of School Psychologists and Psychometrists, Annual Conference	Grant Hotel, San Diego
18-20	—California Association of Women Deans and Vice-Principals, Southern Region Meeting	Hotel Del Coronado, San Diego
25-27	—California Association of Women Deans and Vice-Principals, Northern Region Meeting	Mark Thomas Inn, Monterey
25-30	—Department of Elementary School Principals, (NEA), Annual Meeting	St. Louis, Missouri
Mar. 27 to Apr.		
1	—1960 White House Conference on Children and Youth	Washington, D.C.

# CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1959-60— Continued

Date	Organization and Event	Place
April		
2	—Elementary School Science Association, Northern Section, Spring Conference	Sacramento City College
3-6	—California Association of Public Schools Business Officials, Annual Convention	Hotel Californian, Fresno
7-8	—State Board of Education Meeting	Sacramento
7-9	—California Council on Teacher Education, Spring Conference	Miramar Hotel, Santa Barbara
8	—California Elementary School Administrators Association, Administrative Council Meeting	Hotel Senator, Sacramento
8-9	—California Association of Secondary School Curriculum Co-ordinators, Annual State Conference	Mira Mar Hotel, Santa Monica
8-9	—California Teachers Association, State Council Meeting	Asilomar
8-10	—California Home Economics Association, Inc., Executive Council Meeting	Fresno
9-10	—California Elementary School Administrators Association, Executive Board Meeting	Hotel Senator, Sacramento
9-11	—California Business Education Association, Conference	Asilomar
9-11	—School Library Association of California, Annual Conference	Rickey's Studio Inn, Palo Alto
9-12	—California Association for Health, Physical Education, and Recreation, 27th Annual Conference	Bakersfield
10-13	—California Association of Secondary School Administrators, Annual Conference	Santa Monica
10-13	—California Association of Adult Education Administrators, Annual Spring Conference	Santa Monica
10-13	—California Elementary School Administrators Association, Annual Conference	Sacramento
12	—California Council for Continued Education, Breakfast Meeting	Santa Monica
17	—Easter	
18-23	—California State Federation Council for Exceptional Children	Los Angeles
19-23	—California State Federation, Council for Exceptional Children, Annual Conference	Los Angeles
22-23	—California Personnel and Guidance Association, Northern Regional Conference	American River Junior College, Sacramento
23-28	—American Association for Health, Physical Education, and Recreation (NEA), National Convention	Miami Beach, Florida
24-30	—Public Schools Week	
29-30	—California Elementary School Administrators Association, North Coast Section Meeting	Crescent City
Apr. 29 to		
May 1	—California Aviation Education Association, Annual Spring Conference	Sacramento
30	—Northern California Junior College Association	
30	—Southern California Junior College Association	Ventura College



# CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1959-60— Continued

<i>Date</i>	<i>Organization and Event</i>	<i>Place</i>
May		
1-3	—California Council of Geography Teachers, Annual Meeting	San Jose
2-3	—California Congress of Parents and Teachers, Inc., Board of Managers Meeting	Sheraton-Palace Hotel, San Francisco
4-6	—California Congress of Parents and Teachers, Inc., State Convention	San Francisco
4-6	—California Future Farmers Association, Annual State Conference	California State Polytechnic College, San Luis Obispo
4-6	—California Association of Supervisors of Child Welfare and Attendance, Northern Section, Spring Conference	El Dorado Hotel, Sacramento
5-6	—State Board of Education, State College Presidents, State Teachers Retirement Board, Joint Meeting	Humboldt State College, Arcata
6	—California Future Farmers Association, FFA Parliamentary Procedure Contest, State Finals	California State Polytechnic College, San Luis Obispo
6-7	—California Association for Supervision and Curriculum Development, Bay Section Meeting	Flamingo Hotel, Santa Rosa
6-7	—California Association for Supervision and Curriculum Development, Southern Section Meeting	Los Angeles
6-8	—California Association of Women Deans and Vice-Principals, Central Region Meeting	Yosemite
7	—California Council for Continuation Education, Southern Section Meeting	San Diego
7	—California Elementary School Administrators Association, Southern Section Meeting	
7	—California Elementary School Administrators Association, Bay Section Meeting	
7	—California Future Farmers Association, FFA Judging Contest, State Finals	California State Polytechnic College, San Luis Obispo
7	—Northern California Continuation Education Association	
7	—Southern California Continuation Education Association	San Diego
11-13	—State Curriculum Commission Meeting	Redding
13-15	—California Elementary School Administrators Association, Section Leadership Conference	Asilomar
14	—California Council for Continuation Education	Fresno
14-15	—Delta Kappa Gamma Society, State Convention	Ambassador Hotel, Los Angeles
19-21	—California Association of Secondary School Administrators, Executive Board and Representative Council Meeting	Fresno
30	—Memorial Day	

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1959-60—  
Continued

<i>Date</i>	<i>Organization and Event</i>	<i>Place</i>
June		
13-19	California Driver Education Association, Eighth Annual State Conference, in conjunction with the Fourth Annual Conference of the American Driver and Safety Education Association	San Jose State College
20-24	California Agricultural Teachers Association, Annual Summer Conference	California State Polytechnic College, San Luis Obispo
21-22	California Association of Independent Schools, Annual Meeting	San Francisco
June 26 to		
July 1	National Education Association, Annual Meeting	Sacramento
July		
4	—Independence Day	
14-15	State Board of Education and State Teachers Retirement Board Meetings	San Diego State College
August		
28-31	California Teachers Association, Presidents' Conference	Asilomar

# Professional Literature

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# DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

## STATE BOARD OF EDUCATION

Term Expires  
January 15

William L. Blair, <i>President</i> , Pasadena	1960
Wilber D. Simons, <i>Vice President</i> , Redding	1960
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Raymond J. Daba, Atherton	1962
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Dr. Mabel E. Kinney, Los Angeles	1962
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Mrs. Eva C. Noland, Salinas	1960
Thomas L. Pitts, Los Angeles	1961

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(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capitol Avenue, Sacramento 14)

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